

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, How to Complete the National Register of Historic Places Registration Form. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Hanover High School Complex

other names/site number Lee Conklin Reed Organ and History Museum

2. Location

street & number 105 Fairview Street

☐

not for publication

city or town Hanover

☐

Vicinity

state Michigan code MI county Jackson code 075 zip code 49241

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this x nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property x meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide x local

Signature of certifying official/Title _____ Date _____

State Historic Preservation Officer
State or Federal agency/bureau or Tribal Government

In my opinion, the property x meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

 entered in the National Register determined eligible for the National Register

 determined not eligible for the National Register removed from the National Register

 other (explain:) _____

Signature of the Keeper _____ Date of Action _____

Hanover High School Complex
Name of Property

Jackson, Michigan

5. Classification

Ownership of Property

(Check as many boxes as apply.)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

Category of Property

(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	District
<input type="checkbox"/>	Site
<input type="checkbox"/>	Structure
<input type="checkbox"/>	object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2		buildings
		sites
		structures
	3	objects
2	3	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing)

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education

Current Functions

(Enter categories from instructions.)

Recreation and Culture

7. Description

Architectural Classification

(Enter categories from instructions.)

Colonial Revival: Georgian Revival

Materials

(Enter categories from instructions.)

foundation: Concrete and brick

walls: Brick

Stone

roof: Asphalt shingle

other:

Narrative Description

Hanover High School Complex

Jackson, Michigan

Name of Property

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Hanover High School Complex contains the two-story hip-roofed brick 1910-1911 High School Building, including the 1934 gymnasium addition, and the associated 1948 Herrick Building. The school buildings sit atop a hill at the end of the Village of Hanover's Main Street and face west, providing a commanding view of the village. As an example of Georgian Revival style architecture, the symmetrical-front school provides a formal presence associated with education at the beginning of the twentieth century. The projecting center pavilion includes an ornamented entry featuring Tuscan order pilasters, semi-circular arched transom window, and a tri-part window that allows light to flood into the second floor. Although the original school bell cupola and flag pole have been removed from the roof, the remaining features – such as brick quoins, ornate cornice, and the pediment over the front pavilion – still provide a powerful presence.

In 1933-1934, a former Quaker Friends church that had been pressed into service as a free-standing gymnasium for the school was dismantled to provide material for a new gymnasium built across the back end of the school. The gable-roofed gym, which projects beyond the school's side wall at each end, includes the pilasters and wood from the former church, and is clad with brick recycled from a demolished tile kiln in nearby Jackson. The interior of the gymnasium features an open truss-work ceiling and a stage at the north end. Access to the original school is through either a passage in the northwest corner of the facility or through the basement that extends under the original building and gymnasium.

The most recent feature of the building complex is the 1948 Herrick Building. Originally constructed to house the Future Farmers of America (FFA), the one-story utilitarian structure later housed the district's superintendent's office and bus garage before being acquired by the Hanover-Horton Area Historical Society. Currently, the building houses the historical society offices, meeting rooms, and a large area for the Reed Organ Restoration Workshop and other donated materials. The building is a contributing resource in the Hanover High School Historic District.

Narrative Description

Situated atop what was historically known as College Hill, with a view west down the length of Main Street in the Village of Hanover, stands the Hanover High School (Map 1; Drawing 1). The school fronts on Fairview, once the easternmost street in the village, and was constructed in 1911 to replace an earlier school at the same site, which was lost in a devastating fire. A wide lawn extends from the school building north to a small cross street, and to the south beyond the associated Herrick Building. The lawn is studded with large maple trees, some reputed to be over 100 years old. Because of the trees, in addition to the area being known as College Hill, it was also called School Grove and served as a picnic grounds for the area residents.

Near the front (west) edge of the lawn, several artifacts have been set out on the property by the Hanover-Horton Area Historical Society. These include a hand pump, relocated from the local Knight One-Room School and now in a raised bed along with a low sign stating its origin; a second raised bed and set-in hitching post relocated from the homestead of Wells and Mary Dew, a pioneer family in the township; and a third raised bed that includes a shrub at the base of a tall sign providing the name of the museum. A second small sign mounted on the same posts states the hours of the facility for potential visitors. These features were added to the property since it was under the ownership of the historical society.

There are two buildings that are the focus of the property, the Hanover High School building and a more recently constructed structure to its south currently known as the Herrick Building. The school building is an example of the Rectangular Plan school building, with Georgian Revival features (Hanover High School, State Register of Historic Sites [SRHS] Inventory Form, Supplement C, p.5. Typescript copy on file HHAHS, Hanover, Michigan; Lane et.al. 2003). The essentially square form of the school is topped by a steeply pitched hipped roof, oriented parallel to the main road by a roof ridge that runs the length of the building. A one-story gymnasium/auditorium was added to the rear (east) elevation of the building in 1934. Both the original school and the added gymnasium rest on a raised basement that includes large

Hanover High School Complex

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windows for the basement-level rooms. The slope of the terrain at the base of the school building results in the basement-level windows being fully exposed on the façade but only partially visible on the north and south end elevations. To accommodate the need for natural light in the basement, a window well is located in front of each window on the north elevation. These wells are similar in size and form to a larger well associated with the gymnasium building and described fully below. Adjacent to the west elevation of the entry pavilion there are concrete stairs with a brick foundation accessing the main floor of the school and a second similar stairway beginning at grade and extending down to provide direct access to the school's basement.

The school's brick exterior walls are laid in American bond with five courses of stretchers for every sixth course comprised entirely of header bricks. The solid brick exterior walls are laid four wythes thick, with three wythes on interior walls, and are reputed to include many of the bricks from the destroyed schoolhouse. Brick quoins outline the outer corners of the entry pavilion and corners of the main building. The quoins alternate in length, much the way stone quoins of the same size would, based on their orientation in the structure of the wall. On the Hanover High School, the shorter quoins are 2-1/2 bricks long and the longer are three full bricks long. Both long and short quoins are five courses tall, with one brick course dividing. An unusual added feature of the quoins is the use of colored mortar in this portion of the wall. The modest decorative technique adds to the visual prominence of the quoins.

The main portion of the building is two stories in height and rests upon a raised basement, resulting in three floors of interior space. The five-bay façade is symmetrical and is dominated by the projecting center entry pavilion at the midpoint of the façade (west elevation). Fenestration on the entry pavilion is composed of a paneled and glazed double door topped with a semi-circular fanlight. Engaged Tuscan columns flank the front door and support the projecting hood. Filling the space between the first-floor hood and the second-story windows, there is a pair of short paneled posts and a paneled wood spandrel. The second-story window is divided into three parts: a larger center window and narrower flanking windows. The two flanking windows have a stone sill and double-hung four-over-four sashes. The center window is double-hung with six-over-six light sashes and is slightly narrower than the double front door directly below. Above the second-story windows is the frieze and cornice embellished with modillion blocks that encircle the south, east, and north elevations of the original schoolhouse. The east elevation cornice line is interrupted by the gymnasium/auditorium addition. Rising above the cornice in the entry pavilion is a pediment featuring a raking cornice with modillion blocks outlining the brick tympanum.

Both the north and south elevations feature six fenestration bays, including a string of five windows beginning near the east corner and a sixth bay situated near the west corner of the elevation. Likewise, on the second floor of each elevation, the second bay from the east has a door topped by a transom window. The western-most bay on each elevation includes a door topped by a transom window at the first-floor level and a window directly above on the second floor. Unlike the façade, most of the windows on the side elevations are double-hung with six-over-six sashes. Both of the second-story doorways are accessible by metal fire staircases, with a straight run used on the north and a dog-leg stairway on the south elevation. On the north elevation, the first-story door is accessed by a short run of concrete stairs that leads to the "landing" or roof of the basement level girl's rest room. A simple black metal pipe railing, similar in design to that surrounding the basement window well, encircles the landing and serves as a hand-rail on either side of the stairway.

The original rear (east) elevation of the high school building has been completely obscured by the 1934 gymnasium addition. This addition to the building is rectilinear in form, and oriented north and south by the ridge of its gable roof. The overall length of the gymnasium is longer than the width of the high school, resulting in a short extension beyond the school building's north elevation and a longer extension beyond the south elevation. Like the main water table on the original school building, a concrete water table—currently painted white—continues around the gymnasium, dividing the upper walls from the partially below-grade basement level.

Like the main high school building, the exterior walls of the gymnasium are clad with brick, but instead of the predominantly dark red, orange-red, and brown tones of the high school, the gymnasium walls are predominantly lighter in color, with a mixture of cream, beige, and peach highlighted by patches of dark brown and orange-red. Also like the high school building, the gymnasium roof is clad with grey-brown asphalt shingles. The ornamentation on the original building is much more elaborate than that of the gymnasium, which consists essentially of a modest cornice and return. Windows and door openings lack elaborate details and instead feature a simple stone sill and no ornament at the lintel.

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There are two slightly different sized windows used in the gymnasium; all are double hung with four-over-four light sashes. The most commonly featured window here is a long and narrow window, roughly the same height as the door openings. There are eight of these windows evenly spaced along the length of the east elevation, with an additional window of the same size on the exposed west elevation at the gymnasium's south end between a double door into the gymnasium and the corner of the high school building. Two additional windows of this size flank a run of three slightly smaller windows across the south elevation. Another of the smaller windows is located near the north corner of the east elevation. The only variation in windows is that of the single-sash window (divided into four lights) directly above the door. Doors are located near the north corner of the east elevation and at both the south and north corners of the west elevation. Only the north façade is completely without fenestration elements.

A window well encircles a large portion of the gymnasium, providing natural light for the basement. This trench begins at the double-door entry situated at the south corner of the west elevation, and extends across the width of the south elevation and along the east elevation (under the current porch) and around the corner to terminate several feet down the length of the north elevation. Window wells are constructed of cast-in-place concrete that slopes down toward the building. At the base of the well is a second slab of poured concrete, angled down away from the building and beginning just below the basement window sills. Black painted metal bars are embedded in the top of the outer window well wall and form a barricade to prevent accidental falls. Currently the basement windows on both the gymnasium and the main school building are boarded closed.

Extending off the east elevation of the gymnasium is an open porch and covered wheelchair ramp. This wood frame structure is topped by a shed roof supported by wood posts and triangular knee brackets. Both the main stairway on the east side of the porch and the main porch deck are concrete, while the wheelchair ramp that rises from the north to access the platform is wood.

The final addition to the main building occurred in the 1940s with the installation of the current boiler room on the north side of the gymnasium. Originally the boiler room was within the footprint of the school building, but after a school accident in another community where the boiler exploded and killed some of the students, the school board determined it was better to move the facility to a location where the likelihood of a similar event in Hanover would be reduced. The new Hanover High School boiler room was constructed largely below grade at the north end of the basement. Only a low masonry wall and gently sloping tar covered platform roof is visible on the exterior of the building. The new boiler was purchased used from the Jackson National Guard, and was once used in the old armory (Ernest Latham interview by Betty Desbiens, January 17, 1995, transcript on file, HHAHS, Hanover, Michigan).

High School Interior

The school is an example of the Rectangular Plan. Rectangular Plan schoolhouses included two classrooms in each story. This plan, which was implemented in the early nineteenth century, was considered the best building plan for schools in the second half of the nineteenth century. Typical schools in the Rectangular Plan featured rectangular structure that is two- or two-and-one-half story high and consisting of a "collection of boxes," or having an "egg crate" arrangement (Ortiz 1991:30). One of the most distinctive features of this school plan is the projecting front central section and tower or cupola in the center of the hip or gable roof ridge (Lane et al. 2003:74). School houses utilizing this plan were constructed as early as the 1840s but continued into the early twentieth century. While most of these schools had a central hall that ran from the front to back with a single classroom on either side, the Hanover High School featured a single hall along the front of the building and the two classrooms extending to one side from this hall.

In the case of the Hanover High School, the first and second floors have nearly identical floor plans, featuring a hall across the front of the building and a classroom in each of the two rear corners (Drawings 2 and 3). Additional rooms or work areas were carved out of the hall section to include a coat room and later the administrative staff desks on the main floor and both a small library over the front doors and, in the southwest corner of the second floor, what served as a typing room in the 1940s, although earlier it may have been used as another classroom. Stairways providing access to the upper floor and basement occupy the northwest corner of the front hall. Off the rear of the first floor classroom was a small area that provided access to the gymnasium.

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The four classrooms are similar in appearance and layout. Each room has ample light provided by the bank of windows on the outer walls. The east and west walls feature either a chalkboard or display space, while the remaining walls are predominantly finished with smooth plaster over the brick substrate. The exception is a large area between the second floor classrooms that is clad with vertical wood. This area originally had a movable paneled wall intended to slide open to connect the two rooms, and has subsequently been permanently closed. The same narrow vertical boarding is used to form the knee wall around the stairway railing. Although most of the spaces are quite utilitarian, deep baseboards, either stained (in the refinished rooms) or painted, are used throughout the building. Additional ornamentation includes, in some areas, chair rails, wainscoting, and cornice moldings, all finished to match the baseboard trim in the space. Interior doors are paneled, with patterned glazing in the upper section of the classroom doors but solid wood doors accessing closets or other utility areas.

One of the most interesting features is the metal grate on the second floor, where the rope to the no-longer-extant school bell once passed. The bell was mounted in an open roof-top cupola and is reputed by former Hanover School Board member Ernest Latham to have been removed during World War II and melted in support of the war effort.¹ When the bell was extant, the janitor would stand on the first floor and pull the bell (Ernest Latham interview by Betty Desbiens, January 17, 1995, transcript on file, HHAHS, Hanover, Michigan).

The gymnasium was constructed well after the main schoolhouse, and has a very different appearance. As mentioned above, the building was partially constructed with repurposed materials from a former church in the area. The church, which had served as a gymnasium itself after the congregation abandoned it, provided the windows, some of the construction materials for the walls, and the modest interior pilasters. The interior of the gym is essentially a large open area, with a stage and several doors on the north elevation and a partially enclosed vestibule at the southwest corner. The roof of the vestibule area is accessible by an open stairway on its east side. This room includes the west elevation exterior door and an open arch into the main gymnasium space. Atop the small room is a knee wall on the north and east sides that provides safety for those sitting in that space. At one time, this area was used by time keepers and basketball coaches, although historically the stairs were a simple wooden ladder affixed to the wall, rather than the current stairway.

The interior walls of the gymnasium are clad with vertical wainscoting that extends nearly half-way up the walls. The upper portion of the walls, in most of the gymnasium, is clad with novelty horizontal wood sheathing; only the section of the west gymnasium wall adjacent to the original high school has painted brick walls above the wainscoting. The open ceiling exposes the trusses that support the roof. These trusses are a version of the Double Inverted Truss, essentially two Howe Trusses installed with the lower chord at the roof/wall line. In the case of the trusses in the Hanover gymnasium, there is an additional piece running along the base of the truss. The trusses are oriented east and west, with the base of each truss resting on a wood brace that connects the truss to the wall directly above a pilaster. The pilasters are simply constructed of wood and each is topped by a cyma recta molding capital.

In addition to the east/west trusses, there are three evenly spaced braces oriented along the north/south axis of the gymnasium to hold the trusses in place. These braces also support the lighting for the space. Each light is located at the end of a pole, with the outer lights boasting a glass shade, and the lights down the center incorporated into a ceiling fan.

The stage is centered on the north elevation of the gymnasium. Raised about thirty inches above the main floor, the stage features flanking pilasters from which springs the segmentally arched proscenium. Access to the stage is provided through doors set both east and west of the stage, which in turn access short stairways. Like the rest of the gym, the stage has a wooden floor, and walls clad with wainscoting at the base and narrow horizontal boards above. The west stage entry is situated in a passageway—which also includes a restroom—and continues west to end at a door into the north side first-floor room. East of the stage is a second passageway which includes a short stairway up to the stage and protected by a wooden balustrade as well as a second stairway that accesses the basement.

¹ This contradicts the recollections of Kenneth Hartmann, who was the school janitor in 1947 (Kenneth Hartmann, interview by Betty Desbiens, January 13, 1995, transcript on file, HHAHS, Hanover, Michigan).

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The basement of the Hanover High School underlies the original school, the gymnasium, and two areas that extend beyond the north elevation foundation wall (Drawing 4). The floors of the basement are concrete. Walls are masonry, either brick or concrete block, and coated with numerous layers of paint.

Under the front entry is a second door that provides direct access to what is currently an open hall and area for lockers. North of this space is a short passage that leads to either the girl's bathroom or to the base of the interior stairway to the upper floors. South of the center hall area are rooms once dedicated to agriculture and a study hall. The furnace room is at the center rear of the original high school building, with a girl's powder room to the north.

Access to the basement from the gymnasium is through the swinging door east of the stage. This door accesses an area with both a short flight of stairs up to the stage on the west side and, on the east side, a second flight of stairs down to a platform. At the platform, the final flight of basement stairs is angled at ninety degrees toward the west. At the base of the stairway the first open space encountered is a wide hallway with a door to the north of the 1940s boiler room; a series of paneled doors on the north wall provide access to a large electrical panel. There is also an angled wall forming a portion of the coal room. Immediately at the base of the stairs is a low half-wall counter where a snack bar operated during basketball games, which also defined a sectioned off meeting area for the school band. Immediately south of the band area was the boy's restroom and shower and locker room. The large hallway opens to a second large open area with angled walls that funneled traffic into a narrower hall leading to the front classrooms. Off this open area on the south were two additional study areas with a partition wall between. The easternmost area was dedicated to home economics studies and the west side to a variety of different classes over the years.

Herrick Building

Constructed in 1948, and used first for the Future Farmers of America and later as an administrative office and bus garage, the Herrick Building currently houses the offices, meeting space, and repair areas for the Lee Conklin Antique Organ Museum and the Hanover-Horton Area Historical Society (Drawings 1 and 2). The one-story building is situated immediately south of the school building with the front façade (north elevation) including the main entry located on a courtyard between the Herrick Building and High School. The courtyard is defined by a metal trellis positioned over the sidewalk and leading into an area paved with bricks and surrounded by flower gardens. The rear of the Herrick Building is roughly even with the east wall of the gymnasium, and is situated approximately fifteen feet west of Tefft Street.

The main portion of the Herrick Building is rectilinear in form and one story in height with a side gable roof. Constructed on a concrete pad, the building has as the major construction materials of the exterior walls a combination of brick veneer, vinyl siding, and masonry block. Brick is used almost the full height of the walls, from the main entrance near the center of the north elevation to the northwest corner, then below the windows on the west elevation, and on the west section of the south elevation wall. Vinyl siding clads the upper few feet of the side walls, each of the gable peaks, and the wall above the window on the west elevation. Vinyl siding also clads the one-story shed-roof addition that extends along the east half of the south elevation. The remaining exposed walls are concrete block that has been painted beige.

Fenestration in the Herrick Building is modest, in keeping with the overall character of the building. The primary entrance is situated at about mid-point of the north elevation and includes a door flanked by large sidelight windows and topped by transom windows. The door features a large light, which is currently boarded over, as are each of the surrounding windows. The board on the door, however, opens to allow display materials inside. A brick wall projects perpendicular to the main building just east of the eastern sidelight and supports the flat roof that covers the entire entry. The remainder of the north elevation is evenly divided by four large areas for windows. Each of these original openings has been partially infilled with wood and a smaller twelve-light window placed in the center of the opening. Three similar oversized window openings have been infilled on the west elevation of the building with eight-over-eight double-hung windows. One replaced window, similar to those on the north elevation, is situated on the south elevation, immediately west of the one-story addition. The largest extant fenestration elements on the building include the large overhead door centered under the gable peak on the east elevation of the main building, and a slightly smaller overhead door on the east elevation of the addition. A metal pedestrian door located near the north corner of the same elevation completes the fenestration.

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Inside the Herrick Building, approximately the front third of the building is dedicated to a classroom/meeting space, offices, storage rooms, a small kitchen, a tool room, and restrooms. The eastern two-thirds of the building contains a large open space that houses the organ repair shop filled with a number of organs and items donated to the historical society. The open area of the shed-roof addition houses a restored fire truck and other firefighting equipment.

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

Education

Social History and Lifeways

Architecture

Period of Significance

1910-1962

Significant Dates

1910, 1911, 1923, 1934

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

O.J. Reniger, builder

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Period of Significance (justification)

The Hanover High School period of significance begins in 1910-1911 with the construction of the high school building and ends in 1962 when the building was closed as a public school.

Criteria Considerations (explanation, if necessary)

n/a

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Hanover High School is significant at the local level for education, its role in the social life of the village of Hanover, and for its architecture. The property demonstrates integrity of location, design, setting, materials, workmanship, feeling, and association, meeting each of the seven areas of historic integrity. Between 1911 and 1962 the educators at the school worked to bring modern teaching methods and practices to the small community, resulting in early and sustained accreditation from the Michigan State University and University of Michigan, and advanced specialized agricultural classes. Like many rural schools, the student body of Hanover included a number of individuals who paid a subscription fee to attend the school from areas where such a highly regarded institution of learning was not available. For these reasons, the school meets the NRHP requirements for inclusion in the NRHP for Education under Criterion A. As one of the largest buildings in the small community, the Hanover High School often provided a gathering place for the rural area's residents, for school functions, sporting events, and other community gatherings. Furthermore, the construction of the gymnasium addition was the largest Civil Works Administration (CWA)² project in the area, utilizing materials gathered from abandoned buildings (illustrating the practical and sometimes frugal lifestyle of the farming community) and illustrates the compliance of the property with Criterion A for Social History. The Hanover High School is an example of the Rectangular Plan schoolhouse in a Georgian Revival style, featuring a symmetrical façade, Tuscan columns, an ornate cornice, and a semi-circular transom window in the ornate front entry and meets the NRHP requirements for Criterion C under Architecture.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

Hanover Township, Jackson County, Michigan, was formally set off from Spring Arbor Township in 1836, the same year the first post office was established there. George O. Bibbins, an early settler, laid out the village of Hanover when the railroad passed through the town (DeLand 1903:425). Hanover was incorporated as a village in 1870 when the Fort Wayne, Saginaw and Jackson Railroad was built (DeLand 1903:425). In spite of the proximity of the railroad, it utilized established stations east and west of the village rather than establishing a new one within the village limits, which ultimately resulted in harming the town. A fire in 1884 destroyed about half the village; however, it rebounded in less than two decades, and the village was described as featuring "a school building that cost eight thousand dollars, and three good churches and several fine residences" (DeLand 1903:425).

Public Education in Hanover Township

During the closing years of Michigan's Territorial period, the township of Hanover had its first Euro-American settlement. The first years were spent meeting the basic needs of food and shelter, but by late in 1838, a board was selected for a new school district (Hintz 1951:13). On Saturday, January 13, 1838, the five members of the newly formed school board met for the first time. The board members included F. A. Kennedy, Gardiner Tripp, James O. Bibbins, Paul Spink, John Crittenden, and R. C. Dean (Hintz 1951:13). Initially the board voted to construct a frame schoolhouse near the home of

² The federal government, in an effort to reduce the number of people on direct assistance established the Civil Works Administration in 1933 and 1934 (Dunbar and May 1995:522). This program was succeeded by the Works Progress Administration after 1935. The intent of these programs was to employ workers on public projects such as building parks, installing sewers, and improvements to public education facilities.

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Amaziah Bibbins, but this decision was rescinded and a log schoolhouse was erected on the clearing near the center of the Village of Hanover (Hintz 1951:13). No matter what the location, school was held for three months in summer and again for three months in the winter with a school month defined as twenty-four days (Hanover School Board Minutes for January 13, 1838, Hanover-Horton Area Historical Society [HHAHS], Hanover, Michigan).

The log schoolhouse was erected in 1839 and featured students' benches placed against the walls while the teacher's desk was placed in the center of the space. In addition to serving as the schoolhouse, the structure provided a meeting space for the community church and social center until it was replaced by a brick building in 1850 (Hintz 1951:14).

Hanover's second one-room school building stood for over 100 years at the southwest corner of State and Spink streets. The property cost the community \$25 and the building an additional \$389.75 in materials and construction costs (Hintz 1951:14). The new building had many more amenities than the first schoolhouse, including double seats with desks, a blackboard, and a raised platform on which the teacher's desk was situated. Like the first schoolhouse, the new brick school was also a center for community use, serving as the meeting location of the Universalist congregation until 1876, and later the office of the community's physician, Dr. Newbury. Public school was held in this building until 1874, when a new building was erected at "the eastern extremity of Main Street" (*Hanover Horton Local* [HHL]1928:1).

By 1880 there were nine one-room schools in the township, including Day, Hanover, Drake, Turkey Hall, Knight, Infant, Horton, McNair, and Sutfin. One-room schools continued to be a common feature in the area until the 1950s and 1960s, when there was a major reorganization of the school system. At that time, in addition to the schools mentioned above, newer one-room schools included Spring Brook, Tripp, Hutchins (two by this name), Clapp, Reynolds, Cross, Kerr, and Little.

As well as the one-room schools, in 1874 a "high school" was erected in the Village of Hanover on land designated in the Dean and Peabody Eastern Addition Plat (Ogle 1911). The graded school was the first of its kind in the township, and provided space for grades one through twelve under one roof. Although called the Hanover High School, the term "high school" may have been used as a sign of respect or distinction to note that it served as a secondary school for the numerous rural one-room schools in the township. The eight one-room schools only provided classes for grades one through eight, so those with a desire to continue their education into the high school grades had to travel to the Hanover High School (Hanover High School, State Register of Historic Sites [SRHS] Inventory Form, Supplement C, p.5. Typescript copy on file HHAHS, Hanover, Michigan). In a show of respect, the school superintendent, principal, and all male teachers in the school were given the title of "professor," and the school itself was situated on a slight rise known as College Hill (SRHS Inventory Form, typescript on file, HHAHS, Hanover, Michigan).

Fire!

Shortly after three o'clock on the morning of July 7, 1910, the fire alarms sounded in Hanover. These alarms were in response to a call by Miss Emma Wolcott that the high school building was on fire (*Hanover Local* 1910a:1). This building was engulfed in flame when the alarm was sounded, and local firefighters and community members were forced to stand and watch as the building was destroyed. While the cause of the fire remained a mystery, the results of the fire were clear to everyone—the school was no longer inhabitable. Appeasing their sense of loss just days after the fire, the local press noted that the building was insured. Originally constructed for \$8,000, the thirty-seven-year-old school carried approximately \$4,500 of insurance (*Hanover Local* 1910a:1).

It quickly became apparent that the cost of the new high school would not be covered by insurance alone. Within days of the fire, a special meeting of the School Board was held, where it was determined that a bond proposal was needed to raise the \$8,000 required to construct a new school. This bond was defeated by a vote of fifty-eight to fifty (Hintz 1951:36). Less than a month later, a second special meeting of the school board once again determined that a bond was needed to construct the facility. This time, however, the proposal included the condition that the new school would be constructed using the standing wall of the original school if possible. The local press covered the story with their usual flourish:

With the election Friday evening of last week the "faint hearts" were led to the slaughter by the "spirits of 1910" by a vote of 57 for to 35 against. There being a majority of 22 for the proposition to bond the district for \$8,000.00 to rebuild the burned school building. Now that the ball is started rolling in the right direction keep it rolling until the building is furnished and ready for occupancy (*Hanover Local* 1910b:1).

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While all the public controversy was brewing, the Board of Education and its staff were going to great lengths to assure the community that they would rise up from the effects of the fire. A letter from E.P. Lamont, superintendent, published in the *Horton Local* on July 15, 1910, was meant to convey just this thought:

To Pupils and Students of the Hanover High School:

The Board of Education has authorized me to announce that every effort will be made to have the usual 10 months school during the ensuing year.

Although some inconveniences may be met with before the school building is ready for occupancy, we hope to maintain the usual standard of excellency [sic], teach the usual work and pursue the same studies as if no misfortune had befallen us.

Let us all remember that although the school building is destroyed [sic], the school yet exists, in organization, in scope and in purpose as before. And in that nobler spirit of loyalty to an institution which has done so much good in our community let us join the tax-paying public in a rally to its support by our increased attendance and interest in our work. As the records have been destroyed, keep close track of all credit cards which will establish your standing in the school [*Horton Local* 1910:4].

This last warning, regarding the credit cards, was repeated again in August, when the School Notes column in the *Hanover Local* urged students to keep their credit cards. The request went on, "keep all the credits you have ever gotten from this school. Get them together now so that when the time comes we may be able to reenter as many credits as possible upon the new book" (*Hanover Local* 1910c:4).

Meanwhile, opening day loomed, requiring plans to accommodate the displaced students. With classes set to begin on Monday, September 5th, the local newspaper gave the particulars for each of the scheduled classes: "The Sunday School room of the Methodist church will be used for all grades above the sixth as a session room. In addition two extra rooms on that floor will be used for recitation and laboratory. The Intermediate department will occupy the rooms above the Pharmacy while the Primary Department will be placed in the Friends Church" (*Hanover Local* 1910d:1). The Friends Church was located just a few blocks northwest of the school site on Allen Street in Hanover.

These alternate locations appear to have been sufficient for the students' needs. Just two weeks after classes began, the local newspaper reported that school officials felt "competent to say that the quarters have proved commodious, well lighted and well arranged. We will suffer no inconvenience as a high school by the change, thanks to the Church trustees and Board of Education" (*Hanover Local* 1910e:4). Part of their comfort level may have been achieved by the quick action on the part of the Board of Education to purchase new furnishings for the high school, with the intention to use them in the temporary lodgings before they are finally moved to the new building. Although virtually all of the original furnishings were lost in the fire, within a month of the loss, the Board of Education had made arrangements to purchase new furnishings from a Grand Rapids company. Although the press never names the manufacturer, it notes that the, "...desks which are single, are of the most modern type and thorough workmanship. The same may be said of the chairs and the teachers' desks. The library will have a sectional book case allowing it to be expanded as the library grows. Both library table and book case are of pleasing design and of quartered oak" (*Hanover Local* 1910c:4).

The New Hanover High School Building

With the passage of the school bond, work began quickly on the design and construction of the new building. O. J. Reniger of Marshall, Michigan, was selected as the general contractor on the project (Diary of Roy W. Tenney, Hanover, HHAHS, Hanover, Michigan). Mr. Reniger was a contractor of some note, completing projects around Jackson and Calhoun counties. Among his many projects, Reniger was the builder of the Marshall Masonic Temple, constructed between 1913 and 1914 and listed in the National Register of Historic Places on September 29, 1988 (*Evening Chronicle* 1913; National Park Service 2011).

The new school building used the Quincy Box or Rectangular Plan school building plan. This design gained popularity as early as the 1840s, and in the case of the Rectangular Box, was popular into the early twentieth century (Lane et al.

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2003:74). This form was the preferred type for many of the union and high schools constructed during this period. The selection of the form may have been simply a replication of the earlier school building, although there is insufficient information on the interior of that school to make this determination. In either case, the two-story rectangular building with a projecting front central section and tower or cupola atop the center of the hip or gable roof was used for the first high school and the 1911 building.

By January 1911, reports were filed in the Hanover newspaper that noted, "despite the continuous cold weather which has hampered the work men on the new high school building, the structure now begins to take on the semblance of the design in the architect's blue print" (*Hanover Local* 1911a:1). The building was described as a coupling of the "colonial with the modern while the deep frieze and cornices and the style of the belfry hark back to the revolutionary days." In spite of the historical architectural style references, the article continues, "...its great ventilators and sky light which emerge from the slated roof, brand it a building of the vintage of 1911" (*Hanover Local* 1911a:1).

The large banks of windows were thought to insure ample light to the building, and the skylight was planned for installation in March 1911, well before the classes would begin in the new building. The building was not only stylish, it also boasted some of the most advanced mechanical systems of the time. The system included a "huge ventilator that looms up on the roof like a turret of a battle-ship, to the conduits that convey fresh air across the basement, nothing is left out in the science of modern ventilation to insure a complete change of air every few minutes" (*Hanover Local* 1911b:1). The associated steam heating plant included a boiler of "2800 feet direct radiation and 1200 feet of additional radiation, low pressure, steam gravity direct and indirect" (*Hanover Local* 1911b:1).

Constructed on the site of the old schoolhouse, the new high school was approximately the same dimensions as the lost building. While the previous high school was erected for \$8,000, just under 40 years later, the new school had a price tag of \$12,000 (Hill et. al. 1976:71-72). The new school boasted a full basement for the heating plant and classrooms, but the restrooms remained outdoor privies (Hintz 1951:48). Both privies were behind and west of the school, with the girl's on the south side and the boy's to the north (James Folks interview by Betty Desbiens, January 6, 1995, transcript on file, HHAHS, Hanover, Michigan).

The new school building was completed in June 1911, and the completion was celebrated with a full dedication program on June 28, 1911. The day saw 400 people gather under the "leafy shade of the High School grove," where they listened to the Hanover Band and solos by Professor U. S. Wilson and Dewitt Peabody, followed by a "ringing speech by Pres. Ryan" (*Hanover Local* 1911c: 1). The keynote speakers for the program were John C. Ketcham of Hastings and Prof. W. H. French of the Michigan Agricultural College (now Michigan State University). Following the program, the schedule included basketball and baseball games. That evening, a group of 200 adjourned to the M.E. Church, where the largest banquet in the history of Hanover was served by the Hanover Ladies Aid. More music and a toastmaster rounded out the evening (*Hanover Local* 1911c:1).

The high school facilities were added to in 1923, when the board purchased the Hanover Friends Church, located on Allen Street, several blocks from the high school. Remodeling the original building made the former church suitable for use as a gymnasium. In part, the changes included excavation under the former church building to provide space for changing rooms for the boys and girls participating in the gym classes (Ernest Latham interview by Betty Desbiens, January 17, 1995, transcript on file, HHAHS, Hanover, Michigan). At the same time, 3.5 acres of land were bought from Roy Tenney for use as an athletic field (Hintz 1951:48).

The first major update to the high school building itself did not occur until 1934, when a new gymnasium was constructed. The new gym cost \$34,000, most of which went to pay labor. The new 44-foot by 88-foot addition included a stage at one end and bleachers at the other, and when set up as an auditorium could easily seat 400 (*Jackson Citizen Patriot [JCP]* 1935:5). Materials for the new structure were taken, in part, from older defunct area buildings. The former Allen Street Friends Church, which had previously served as a gymnasium for the school, was dismantled to provide some of the needed materials for the project. The original church windows, interior pilasters, and the wood studs for the walls were all culled from the abandoned building. The unique mottled brick veneer on the exterior was also reclaimed materials, having come from dismantled tile kilns on Porter Street in Jackson (*JCP* 1935:5).

In addition to the improved gymnasium space, the new building's full basement included indoor toilets (for the first time) and an inside water system, permitting showers for the sports teams and gym classes (*HHL* 1934a:4). Additional

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basement-level classrooms included a new large space for home economics and a room designated for use as a farm shop distributing room.

The CWA project did more than provide new and enlarged facilities for the Hanover High School. The federal project provided construction jobs and other manual labor tasks to the large number of unemployed workers in the country during 1933 and 1934. The Hanover project alone employed 152 workers, including sixty-four carpenters, twenty-two painters, and thirteen plumbers. These high numbers were due to the practice of switching out the skilled labor crews every Monday to provide work for the highest number of relief workers possible (*JCP* 1935). In addition to the new gymnasium construction, the workers also constructed the furniture for the home economics room and dug a new well under the gymnasium for indoor drinking fountains and bathrooms. The original school was not ignored during the project; the workers thoroughly cleaned it and repainted the interior, stained all the woodwork, cleaned and waxed all the floors, constructed cabinets for the chemistry and agricultural laboratories, added vestibules around the doors (since removed), and moved the fire escape from the rear of the building to the side locations (which requiring replacing windows on each façade for the new doors) (*HHL* 1934a:1; 1934c:1; *JCP* 1935:5; Ernest Latham interview by Betty Desbiens, 1995, transcript on file, HHAHS, Hanover, Michigan).

The new gymnasium was dedicated on Friday, October 26, 1934. Formal thanks were made to those who carried out the project, including school board member Mr. Weeks, who worked with the project engineer Mr. F. A. Horner, and Mr. Arthur Tefft, who donated the land needed to construct the gymnasium (*HHL* 1934c:1). The new space was quickly put to use, with an All High School Carnival held on November 9, 1934; the following Friday, November 16th, the first basketball game took place (*HHL* 1934d:1). At the time the gym was constructed, it was the largest venue in the conference, but even that was not always large enough to accommodate the crowds that attended games. In some games, particularly with the school's biggest rivals, the attendance at the game was such that they actually had to narrow the court to accommodate the crowds. This was done by adding benches along the west wall of the gym and increasing the number of seats on the stage (Frances Hartmann and Kay Fisher personal communication, November 12, 2011).

In 1937, the Hanover school purchased its first bus. This meant that students who lived distant from the school no longer had to make their own transportation arrangements, which had included horse and buggy in the early days of the school; later, one former student recalled driving his father's old Model T to school (Tom Reed personal communication, November 12, 2011). In 1939, two additional buses were added to the Hanover fleet, enabling even more students to have a ride to school (Hintz 1951:56).

A farm shop building was built northwest of the high school in 1938, and a few years later, it was enlarged by ten feet (Hintz 1951:48). This building was quite inadequate for its purpose, but continued to be used into the 1940s, when it was replaced. The new building, erected in 1948 and currently known as the Herrick Building, was originally constructed for the Future Farmers of America (FFA) farm shop. It included a classroom near the front of the building (now used as the board meeting room) and plenty of space for storage of equipment. In later years, this same building would go on to serve as the school bus garage, with the Supervisor's administration offices in the front. Since 1977, the Herrick Building has been the headquarters for the Lee Conklin Antique Organ Museum and the Hanover-Horton Area Historical Society, Inc. (Kent et al. 1994:5).

After an incident in another Michigan school in the early 1940s, where the boiler exploded and children were killed, the State Department of Education encouraged the school board to move the original boiler from under the north-side classroom to a safer location. In 1944, this move was carried out, with the construction of a new boiler room addition on the north elevation of the gymnasium. The school purchased a boiler from the National Guard—which was then housed in the former Michigan State Prison building in Jackson—and installed it in the subterranean addition (Ernest Latham interview by Betty Desbiens, January 17, 1995, transcript on file, HHAHS, Hanover, Michigan).

In the 1940s, the original slate roof of the school was covered for the first time with asphalt shingles; however, the school belfry and its bell remained in place until the mid-1950s (Hanover High School SRHS Inventory Form, Supplement A, p.1). At about the same time, the former roof-top flag pole was removed and a new free-standing pole was installed on the lawn near the front entrance of the main building.

Hanover High School Education and Extra-Curricular Activities

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In 1911, when school began in the new high school building, the curriculum for Hanover students included algebra, arithmetic, botany, civil government, general history, geography, geometry, United States history, grammar, orthography, agriculture, physics (alternated with chemistry), penmanship, physiology, and reading (Hintz 1951:45). These classes changed over time, with vocal music and Latin being added in 1914. Eventually, Latin was dropped from the Hanover curriculum and only offered by correspondence study from the University of Michigan. In 1924, further changes to the course of study included the addition of economics, salesmanship, domestic science, and commercial law (Hintz 1951:45). The 1934 school year saw the high school course of study further expand, in part due to the new gymnasium and its associated classrooms.

The seventh and eight grade courses included English, arithmetic, geography, hygiene, and history. The ninth grade classes included English, algebra, community civics, and biology. Tenth grade had English, world history, geometry, bookkeeping and commercial arithmetic, home economics I, and farm crops. Junior students were offered American history, physics, home economics I or II, English literature, farm crops, animal husbandry, French I, bookkeeping and commercial arithmetic. Seniors could take American history, physics (required if the student did not take chemistry), home economics II, English literature, French II, bookkeeping and commercial arithmetic, and animal husbandry (HHL 1934e:1).

The educational course at the Hanover High School was so well conducted that by 1902, graduates of the program were admitted into the Michigan State Agricultural College (now Michigan State University) without examination. This fact was affirmed in a letter dated April 2, 1910, from college president J. L. Snyder, who further noted that the students "have, on the whole, shown good preparation and we are perfectly satisfied to continue your school on our list" (Horton Local 1910:1). The school board also sought accreditation from the University of Michigan for Hanover High School, with the first two-year term of accreditation set to expire in June 1929 (HHL 1928:1). The university accreditation carried minimum requirements for the school. These requirements were:

1. Have a high school faculty that included at least three members with each devoting their entire time to high school instruction
2. At least one of these teachers must be a graduate from a reputable institution
3. The school must have a fully equipped and catalogued library
4. The school must have artificial lighting to meet the needs of the students when natural light is insufficient
5. Additionally, the school must include a playground and playground equipment to interest the pupils
6. The rooms should be properly tinted to conserve the maximum amount of light
7. The curriculum must be up to standard
8. The school superintendent together with the Board of Education must interview and approve of all teachers hired [HHL 1928:1]

In addition to the academic classes held in the school, there were plenty of other topics of study and recreational activities. There were the traditional shop and home economics classes, and beginning in 1908, the school had a major agricultural program, with activities frequently reported on in the local newspapers. By 1928, the Hanover High School was fully involved in teaching under the Smith-Hughes plan. This plan was implemented by the federal government to stimulate efficiency in agriculture. By enrolling the school in this plan, Hanover was able to receive additional federal aid for the "purpose of perpetuating agriculture in these communities" (HHL 1928:1). To be eligible to participate in the Smith-Hughes Plan, schools needed to meet the following requirements:

1. The instructor must be a four-year graduate from a state agricultural college
2. The instructor must be hired for a period of twelve months
3. There must be a four-year course of agriculture offered in the high school
4. The school must have up-to-date equipment for teaching agriculture
5. Twelve successful projects at least from twelve students must be turned in
6. The Smith-Hughes Class must meet at the State Agricultural College at various times and go on various trips to observe the most scientific side of agriculture [HHL 1928:1].

To meet these requirements, class instructor Professor Godfrey visited the students over the summer of 1928 to review their projects and assist where needed. The district also, to keep up with the scientific requirements and advanced equipment, owned a milk tester, microscope, soil auger, soil thermometer, and grain tester, as well as other special

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equipment (*HHL* 1928:1). A second component of the Smith-Hughes Plan was present for home economics. As a result of the newly installed electronic and oil ranges in the area under the gymnasium, in 1935 the sophomore and junior girls could sign up for a home economics class that included a foods course. An added benefit to having the ranges in the building was that the girls of the home economics classes could offer hot lunches to the school's students (*HHL* 1934b:1; 1934c:1).

Outside of educational pursuits, there was plenty to do in the small town school building. Scout troops met in the school; early in the history of the school there was a bicycle club. On August 17, 1934, a garden club used the gymnasium as the site of their second annual display (*HHL* 1934f:1). In later years, the garden club met in the high school building, but their shows tended to be held elsewhere in the village. School plays and orchestral programs were also regularly performed in the high school gymnasium. For example, in 1939, the Hanover High School Band presented a concert that included the "piano forti" (sic) pupils of Professor N. Saxton Jacobs and the band instruments of Harrison K. Jacobs' students; then, several days later, there was a Christmas program that including songs, recitation and a community sing-along (*HHL* 1939a:1; 1939b:1). The Red Cross also used the school in the early 1940s to have a scrap drive and take on other tasks that supported the war effort (Frances Hartmann personal communication. November 12, 2011). The scrap drive turned into a competition with other schools in Jackson County, with Hanover the clear winner. They used the funds raised from the effort to purchase new chairs for the school (Hintz 1951:48).

Sports were also a popular activity for the students. In the early years of the school's history, one of the students was severely injured during a game of football. Although not proven, it is widely held in the community that this was the reason why for years, the school did not have an official football program (Mary Jo and Dick Greiner personal communication. 2 November 2011). In the early years, all the sports were held outdoors, but after the purchase of the old Friends Church for the new gymnasium, they were able to move basketball games inside. Perhaps because most of the sports played at the school were intermural, the more formal basketball team gained a huge following both within the school and the surrounding community. With a frequently winning team, one of the most interesting facts about the school is closely tied to the basketball coach.

In 1939-1940, the Hanover team boasted a winning record. To cap the season off, the team first took the county championship, and then went on to the state finals. This was the first time that the Class D Hanover team had enjoyed such success (*HHL* 1940:1). Less than a month later, the lack of a new contract for the very popular coach, Clifton Fellows—who was also the science and mathematics teacher—caused the students of the high school to go on strike (*JCP* 1940a:1). Newspaper accounts of the two-day strike (believed to be the first of its kind in Michigan) noted that on Monday, April 8, 1940, "the students arrived for class, and took their seats, but refused to go to classes...By that afternoon, they paraded the village streets with banners (*JCP* 1940a:1). This protest was met by comments from several board members, who assured the students that other than the school superintendent, no contracts had yet been negotiated.

The strike, which was limited largely to the high school grades, continued into a second day:

Contrary to the belief of the members of the village school board that everyone would be normal Tuesday morning, the boys and girls who seek the rehiring of Clifton Fellows, athletic coach and teacher, declined to return to their classes. Scores of them wandered about the village streets Tuesday morning, although there was no concerted protest parade such as was staged Monday [*JCP* 1940b:1].

By Wednesday, April 10, the strike had ended in a truce. Student leaders were hopeful that even though they had returned to class, the administration would listen to their concerns regarding the popular coach. Although characterized as a student strike, it must also be noted that newspaper accounts mention that there were sixty village taxpayers (the Village of Hanover had a total population in 1940 of 402) who also supported the strike (*JCP* 1940c:1; United States Department of Commerce, Bureau of the Census 1940:5:508). Word of the strike was not limited to Hanover and Jackson, but spread across the state. As a result of the statewide publicity about the strike, a gentleman from Roscommon was quoted as recommending, "that the parents take the scholars back of the barn and give them a good threshing" (Tenney 1940:1). Mrs. Tenney (1940:1), in a follow-up article about the strike, asked her fellow parents and taxpayers to "quash this regrettable affair right now, and instead of establishing a precedent for subsequent solution of similar cases, henceforth, not only for the sake of the school but for the community's reputation, facilitate and direct the enrichment of our cultural life and good American citizenship through our school." Over seventy years later, one student who attended the Hanover High School at the time noted the strike wasn't as effective as they had hoped, and in fact, a number of parents required their

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children to change schools due to the actions taken in April 1940 (Frances Hartmann personal communication, November 12, 2011).

Consolidation

A second major school fire, this time in the nearby village of Horton, pushed the township schools to consider consolidation. In 1911, the enrollment in the Hanover High School was 126 students, with that number slowly rising to 135 in 1944 (Hintz 1951:41). As time passed, a greater percentage of the student body was composed of non-residents who paid a nominal fee to attend the school. Tuition rates for non-resident students were low, set at just \$14 for primary and intermediate grades, \$18 for the grammar room and \$24 for the high school. For a long period in the school's history, a modest scholarship of \$15 per pupil was extended to eighth grade graduates who met the academic requirements (Hintz 1951:42). In the 1930s, the rates were reexamined, and raised in 1932 to \$60 for all non-resident students regardless of their year in school; however, in 1933, after the bank holiday, the tuition for the lower six grades was reduced to \$30. This rate continued to drop into the 1940s, when it was just \$20 per student for the younger children. High school non-resident rates remained the same (Hintz 1951:43).

Some of the cost discrepancy was made up from programs such as the Smith-Hughes Fund, which increased from its first establishment at \$425 to just over \$1,975 in 1944 (Hintz 1951:43). But, even with this extra income, the taxable rate on the local residents was much too high to continue to support the school and its programming. By the mid-1940s, with some of the Horton students added to the number of students in the Hanover High School (others attended classes in the Horton Masonic Temple), the situation was becoming critical.

At this point, it was determined that the best way to resolve the financial woes of the school system was to enlarge its tax base. To do this, consolidation of the separate school systems needed to be considered. Beginning in December 1944, eleven area schools began holding meetings. The schools included the one-room school systems of Knight, Drake, Sutfin, Turkey Hall, Spring Brook, Hutchins, McNair, Day, and Infant, as well as Hanover and Horton (Hintz 1951:51). A series of meetings were held, some including representatives of the State Department of Public Instruction (DPI) and others with organizations such as the Kellogg Foundation in Battle Creek.

Between 1917 and 1921, the DPI established steps to be followed for consolidation into a Rural Agricultural School. This program was only open to schools that included primary or graded districts within an unincorporated city or village with a population of no more than 2,000 people. These steps included:

1. The County Commissioner is to call a special election for approval of a consolidation, after he has been presented with petitions for consolidation signed by at least fifty percent of the legal school electors of each of three or more contiguous rural school districts.
2. The County Commissioner is to submit the proposed plan to the Superintendent of Public Instruction for approval before voting.
3. The local board is to determine the site of the school.
4. Ten or more legal electors can appeal from any resulting action to the Superintendent of Public Instruction, who may confirm, reject, or amend the action.
5. The Superintendent of Public Instruction can make any decision on transportation problems.

Once these steps are met, then all pupils, except those within one-half mile of the school, must be provided round trip transportation. Those schools meeting state requirements pertaining to teachers, course of study, transportation, buildings, equipment, etc., would then be eligible for \$400.00 for each bus and \$1000.00 for maintenance annually (Hintz 1951:52-53).

When the school district established that they could meet all of the set requirements, and approval was granted by the DPI, a series of public meetings were held. These meetings were led by William Taylor of the DPI and took place in Hanover as well as in each of the districts taking part in the consolidation. Finally, on May 21, 1945, each of the participating districts voted on the consolidation. With a majority of voters in favor of the move, the eleven original districts

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merged, taking the valuation of the Hanover district from \$300,000 to \$1,718,025 (Hintz 1951:53). Moving swiftly after the vote, the new school board was elected on June 1, 1945. The board agreed that they would always include one representative from Hanover, one from Horton, and the remaining three from the other districts involved in the reorganization.

As a result of the reorganization, the Hanover Schools were dissolved, and the new system took the name Hanover-Horton Rural Agricultural School, Number 11, Fractional (Hintz 1951:54).

Over the next few years, changes came quickly to the area schools. In 1947, a new four-room school was completed in Horton, enabling them to close the temporary class site in the Masonic Temple. An added advantage of the reorganization was the ability for the district to increase the number of busses available for student transportation. When the school districts merged, there were just three busses available. After the consolidation, a new bus was added to the fleet each year until they reached a total of six (Hintz 1951:56).

The most notable change was to the new district schools. At the time of the merger, there were seven schools actively used in the eleven districts (Drake, Infant, Sutfin, and Hutchins had already closed their schools before the consolidation [Hintz 1951:55,60]). In 1946, the former Drake School was relocated to Hanover to accommodate the kindergarten and first grade classes. The following year, the Knight School was also relocated for the same use (these two buildings, although much altered, still stand in Hanover, and have been converted to residential use). The 1947 construction of the new school in Horton enabled the permanent closure of the schools in the former Spring Brook and Knight districts (Hintz 1951:60).

In the mid-1950s, after much debate about what type of structure to build and where to place the new school for this district, it was decided to construct an eight-room elementary building in Hanover (Hintz 1951:65). The decision was reached when analysis of the distribution of the student body revealed that the majority of the school-age children residing in the new district were within a five-mile radius of the village of Hanover, making it the logical site for the new facility.

Even with the addition of the new elementary school, and the space this opened up in the old Hanover High School, it was clear a new school would soon be needed for the high school students too. On January 26, 1959, the now-combined school system opened a new high school at the corner of Folks and Moscow roads, the half-way point between the Villages of Hanover and Horton (*HHL* 1959:1). The construction of the new high school building resulted in the relocation of more than just the high school classes. One newspaper article laid out the classroom relocations:

The Hanover kindergarten will go to the elementary building in Hanover. The third grade will stay in Hanover for the rest of the year because of lack of room in Horton elementary.

The fifth and sixth grade of Mrs. Lydia Hatch, will go to the Hanover elementary building along with Mrs. Rosalind Frazier's fourth grade.

The seventh and eighth grades will be moved to the old high school building in Hanover [*HHL* 1959:1].

Four teachers were left in charge of the seventh and eighth grade students, who used the four main classrooms and the basement home-economics room.

By 1962, there were even more changes underway. After a two-and-one-half-year delay, the seventh and eighth grade students left the old Hanover High School and finally moved to the new high school building in Horton. In the interim years, the new building had been enlarged to accommodate all grades on a single campus (*HHL* 1962:1). While the plans were that the students would transition to the new school over the Thanksgiving break of 1962, there was a slight delay. It is unclear what caused the delay; it could have been that work was not finished on the new portion of the school that the students were to use. One teacher present at the time of the move recalled that they moved everything to the new location over Christmas break, with classes beginning in January 1963 in the new facility (Marceleine Sautter interview by Betty Desbiens, March 30, 1997, transcript on file, HHAHS, Hanover, Michigan).

After the Students Left

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Although no longer a regular school building, the old high school remained under the ownership of the Horton-Hanover School District. For a time the old gym continued to be used by the Hanover Elementary School, and there was a teen group that met in the facility (Kent et al. 1994:5). In 1963, the School Board sought a means to remove the responsibility for the two building complex through its sale. The school board voted to, "put the old high school and shop building at Hanover up for sealed bids (separate or together) with the right to accept or reject any and all bids. A 10% bid bond to accompany the bid was due September 5, 1963 at or by 8 P.M. at Hanover-Horton High School" (HHL 1963:3).

It is unclear if there were any promising offers for the buildings, since they remained vacant until 1977. In January 1977, William J. H. Kane, A.I.A., informed Dr. John Fehsenfeld, superintendent of Hanover-Horton Schools, that the old high school gym was "a beautiful example of heavy timber construction." The letter continued noting that "the building cannot meet the Fire Safety Code requirements for a new school building," which would be required due to the length of closure of the site (William J. H. Kane, A.I.A., Manson, Jackson and Kane, Inc. to Dr. John Fehsenfeld, Superintendent, Hanover-Horton Schools, letter, January 13, 1977, HHAHS Archives, Hanover, Michigan). Kane recommended that with work, they could appeal the determination, but even if they won, they would not be able to use the basement for anything, and still the Fire Safety Board may not approve the appeal.

Later that year the Hanover-Horton Schools Board of Education was notified that the HHAHS was seeking a structure suitable to house the Lee Conklin organ collection donated to the society (Margaret L. Dahlem and Betty L. Giguere to Board of Education, letter, July 8, 1977, HHAHS Archives, Hanover, Michigan). The Lee Conklin organ collection was assembled by Mr. Conklin who beginning in 1965 began to collect abandoned organs and melodeons during his travels across Michigan and the Midwest (Kent et al 1994:9). Later, his collection was further expanded through purchases from flea markets and auctions. Initially the collection was housed in the heated lower level of Mr. Conklin's barn, where he used his woodshop to replicate missing or damaged pieces for the organs and carry out other repairs as necessary. By the mid-1970s, Mr. Conklin began to seek a permanent home for his collection. The HHAHS was formed to acquire and preserve Mr. Conklin's collection.

The letter sent by the HHAHS to the School Board further requested the consideration of either the sale or lease of the facility to the society for its use as a museum. On November 29, 1977, at a special meeting of the Hanover-Horton School District Board of Education, it was resolved that the "Board grant a lease to the Hanover-Horton Historical Society for the use of the 1903-1935 (sic) High School Building and Gymnasium, terms of which will be worked out at a later date" (Hanover-Horton School District, minutes, November 29, 1977, HHAHS Archives, Hanover, Michigan). Negotiations resulted in the establishment of a five year lease at the sum of \$1 per year (JCP 1977:A-2). The Lee Conklin Antique Organ Museum, complete with its newly installed seventy-three organs, held its grand opening open house in the former high school gymnasium on December 15, 1977. Since that time, the interior of the school has undergone additional restoration, providing exhibit space for historic collections, including: the re-creation of a classroom setting known as the Zella Gilmore Classroom in honor of a long-time teacher in the school; an exhibit area featuring household furnishings from the early twentieth century; Civil War era memorabilia, and the Hanover-Horton Local newspaper printing press; photographs and historic collections from the area; fire-fighting equipment; and, of course, a huge display of organs filling most of the old gymnasium.

Two years into the five-year lease of the old high school building, the Board of Education voted unanimously to enter into a new lease agreement with the HHAHS. The new agreement provided for the museum building covered a period of forty-nine years (Hanover-Horton School District, minutes, August 20, 1979, HHAHS Archives, Hanover, Michigan). It was not until 1995 that the future of the former high school building was secure, when the Hanover-Horton Board of Education approved the sale of the complex to the HHAHS (*West County Press* 1995). This action was taken to assure that the society would be eligible for certain grants, which required the organization hold the title and deed to the property. For the purchase price of \$5,000 payable over ten years, the HHAHS finally owned a major piece of the community's history (JCP 1995:8).

Under the ownership of the HHAHS, there have been regular repairs to the building. Several activities, such as the installation of the barrier-free rest room near the stage in 1983, were undertaken as part of the continued use of the space as a museum. In 1987-1988, the first floor north classroom underwent renovation, including removal of deteriorated plaster on the ceiling and replacement with drywall, and the installation of protective window screens. Also in 1988, the wheelchair ramp and roofed porch was added to the east elevation of the gymnasium. In 1990, a deteriorating smokestack from the subterranean boiler room on the north side of the gymnasium was removed. Several rooms have had deteriorated plaster walls covered with drywall, including the cloakroom in the north classroom on the first floor and the south classroom on the

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first floor (Hanover High School SRHS Inventory Form, Supplement C, p.5. Typescript copy on file HHAHS, Hanover, Michigan).

Developmental history/additional historic context information (if appropriate)

9. Major Bibliographical References

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1928 The Biggest Little School in Michigan. 14 June:1, Hanover, Michigan.

1934a CWA Project No. 38-K. 1 February:4. Hanover, Michigan.

1934b Hanover School Will Open September 4th. 16 August:1. Hanover, Michigan.

1934c C.W.A. Project Completed. 27 September:1. Hanover, Michigan.

1934d School Calendar. 4 October:1. Hanover, Michigan.

1934e Hanover School Will Open September 4th. 16 August:1. Hanover, Michigan.

1934f Hanover Garden Club Flower Show Aug. 17. 16 August:1. Hanover, Michigan.

1939a Pupils Give Recital. 21 December:1. Hanover, Michigan.

1939b Hanover School Program Friday Night. 21 December:1. Hanover, Michigan.

1940 Hanover Wins 1st State Game. 14 March:1. Hanover, Michigan.

1959 New High School Opens Jan. 26. 15 January:1. Hanover, Michigan.

1962 Moving Day Soon at H-H Schools. 1 November:1, Hanover, Michigan.

1963 School Board Meets. 18 July 1963:3. Hanover, Michigan.

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- 1910a High School Burns. 8 July:1. Hanover, Michigan.
- 1910b New School Building Goes Up. 12 August:1. Hanover, Michigan.
- 1910c School Notes. 19 August:4. Hanover, Michigan.
- 1910d Pupils, Students and Patrons. 12 August:1. Hanover, Michigan.
- 1910e School Notes. 16 September:4. Hanover, Michigan.
- 1911a The High School Building. 20 January:1. Hanover, Michigan.
- 1911b Warmth and Fresh Air. 3 March:1. Hanover, Michigan.
- 1911c The New High School Dedicated Wednesday. 30 June: 1. Hanover, Michigan.

Hill, Nancy Jo, Bion Hoeg, Harold Kellicutt, Judy Moulton, and William Weir
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1910 To Pupils and Students of the Hanover High School. 15 July:4. Hanover, Michigan.

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Previous documentation on file (NPS):

☐ preliminary determination of individual listing (36 CFR 67 has been requested)
☐ previously listed in the National Register
☐ previously determined eligible by the National Register
☐ designated a National Historic Landmark
☐ recorded by Historic American Buildings Survey # _____
☐ recorded by Historic American Engineering Record # _____
☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

☐ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other

Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.25 acres

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>16</u> Zone	<u>702787</u> Easting	<u>4664048</u> Northing	3	<u>16</u> Zone	<u>702848</u> Easting	<u>4663963</u> Northing
2	<u>16</u> Zone	<u>702845</u> Easting	<u>4664051</u> Northing	4	<u>16</u> Zone	<u>702791</u> Easting	<u>4663960</u> Northing

Verbal Boundary Description (Describe the boundaries of the property.)

All of Lots 3, 4, 5, 6, and 7, Block 3, Dean and Peabody's Eastern Addition to the Village of Hanover, according to the recorded plat thereof, as recorded in Liber 3 of Plats, Page 5, Jackson County Records.

Boundary Justification (Explain why the boundaries were selected.)

This boundary comprises all the land currently and historically associated with the Hanover High School building.

11. Form Prepared By

name/title Elaine H. Robinson

organization Commonwealth Cultural Resources Group, Inc.

date 7.24.2012

street & number 2530 Spring Arbor Road

telephone 517-788-3550 x 23

city or town Jackson

state MI

zip code 49203

e-mail ehrobinson@ccrginc.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

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A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

All photographs were taken by Commonwealth Cultural Resources Group, Inc. staff member, Elaine H. Robinson, on behalf of the project. The photographs were printed using Hewlett-Packard Vivera Inks (95 tri-color cartridge) on HP Premium Plus Photo Paper (high gloss).

1. Hanover High School, 105 Fairview Street, looking southeast.
November 12, 2011.
MI_Jackson_Hanover_High_School_0001.tif
2. Hanover High School, 105 Fairview Street, looking east.
November 12, 2011.
MI_Jackson_Hanover_High_School_0002.tif
3. Hanover High School, 105 Fairview Street, looking northeast.
November 12, 2011.
MI_Jackson_Hanover_High_School_0003.tif
4. Hanover High School, 105 Fairview Street, looking southeast.
November 12, 2011.
MI_Jackson_Hanover_High_School_0004.tif
5. Hanover High School, 105 Fairview Street, looking southwest.
September 27, 2011.
MI_Jackson_Hanover_High_School_0005.tif
6. Hanover High School, 105 Fairview Street, looking southwest.
September 27, 2011.
MI_Jackson_Hanover_High_School_0006.tif
7. Hanover High School, 105 Fairview Street, looking northwest.
November 12, 2011.
MI_Jackson_Hanover_High_School_0007.tif
8. Hanover High School Gymnasium Window Well, 105 Fairview Street, looking west.
September 27, 2011.
MI_Jackson_Hanover_High_School_0008.tif
9. Hanover High School Gymnasium Interior, 105 Fairview Street, looking north.
September 27, 2011.
MI_Jackson_Hanover_High_School_0009.tif
10. Hanover High School Gymnasium Interior, 105 Fairview Street, looking south.
September 27, 2011.
MI_Jackson_Hanover_High_School_0010.tif

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11. Hanover High School 1-3 Grades Classroom, 105 Fairview Street, looking southwest.
September 27, 2011.
MI_Jackson_Hanover_High_School_0011.tif
12. Hanover High School 1-3 Grades Classroom, 105 Fairview Street, looking northwest.
September 27, 2011.
MI_Jackson_Hanover_High_School_0012.tif
13. Hanover High School Stairway, 105 Fairview Street, looking north.
September 27, 2011.
MI_Jackson_Hanover_High_School_0013.tif
14. Hanover High School Second Floor Hallway, 105 Fairview Street, looking south.
September 27, 2011.
MI_Jackson_Hanover_High_School_0014.tif
15. Hanover High School-Herrick Building, 105 Fairview Street, looking southeast.
November 12, 2011.
MI_Jackson_Hanover_High_School_0015.tif
16. Hanover High School-Herrick Building, 105 Fairview Street, looking southwest.
September 27, 2011. 105
MI_Jackson_Hanover_High_School_0017.tif
17. Hanover High School-Herrick Building, 105 Fairview Street, looking northwest.
November 12, 2011.
MI_Jackson_Hanover_High_School_0016.tif

Property Owner:

(Complete this item at the request of the SHPO or FPO.)

name Hanover-Horton Area Historical Society

street & number 101 Fairview Street

telephone 517-563-8927

city or town Hanover

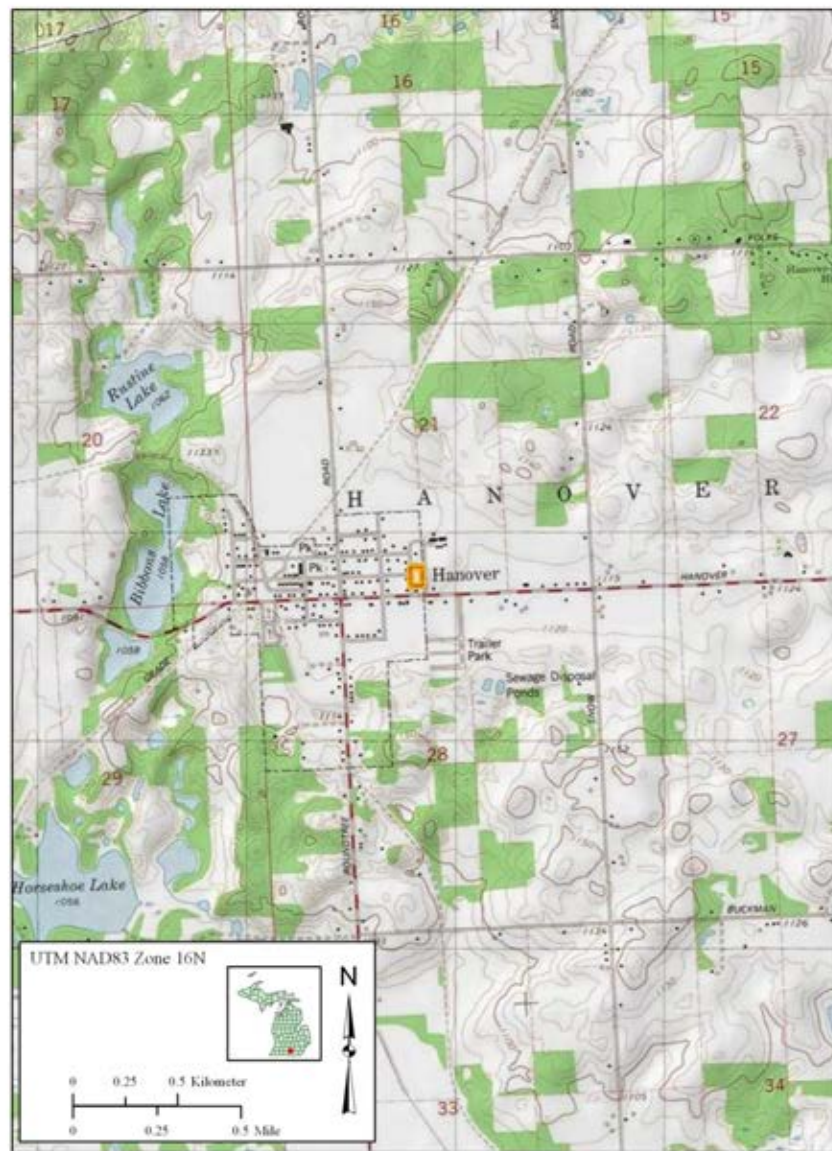
state Michigan zip code 49241

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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Presented by Elaine Robinson







HOVER-HORTON AREA
HISTORICAL SOCIETY
MUSEUM
LEE CUNELLY
STACE ORGANS
OPEN
APR - OCTOBER
SUNDAYS
10am - 1pm























